

OCTOBER-1935

THE CAMPING MAGAZINE



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- Book Reviews



VOLUME VII

NUMBER 7

OFFICIAL JOURNAL OF THE
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The Camping Magazine

Bernard S. Mason, Ph.D., Editor

Vol. VII

October, 1935

No. 7

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The Camping Magazine

Ann Arbor, Michigan

BUSINESS AND ADVERTISING OFFICE, ADDRESS

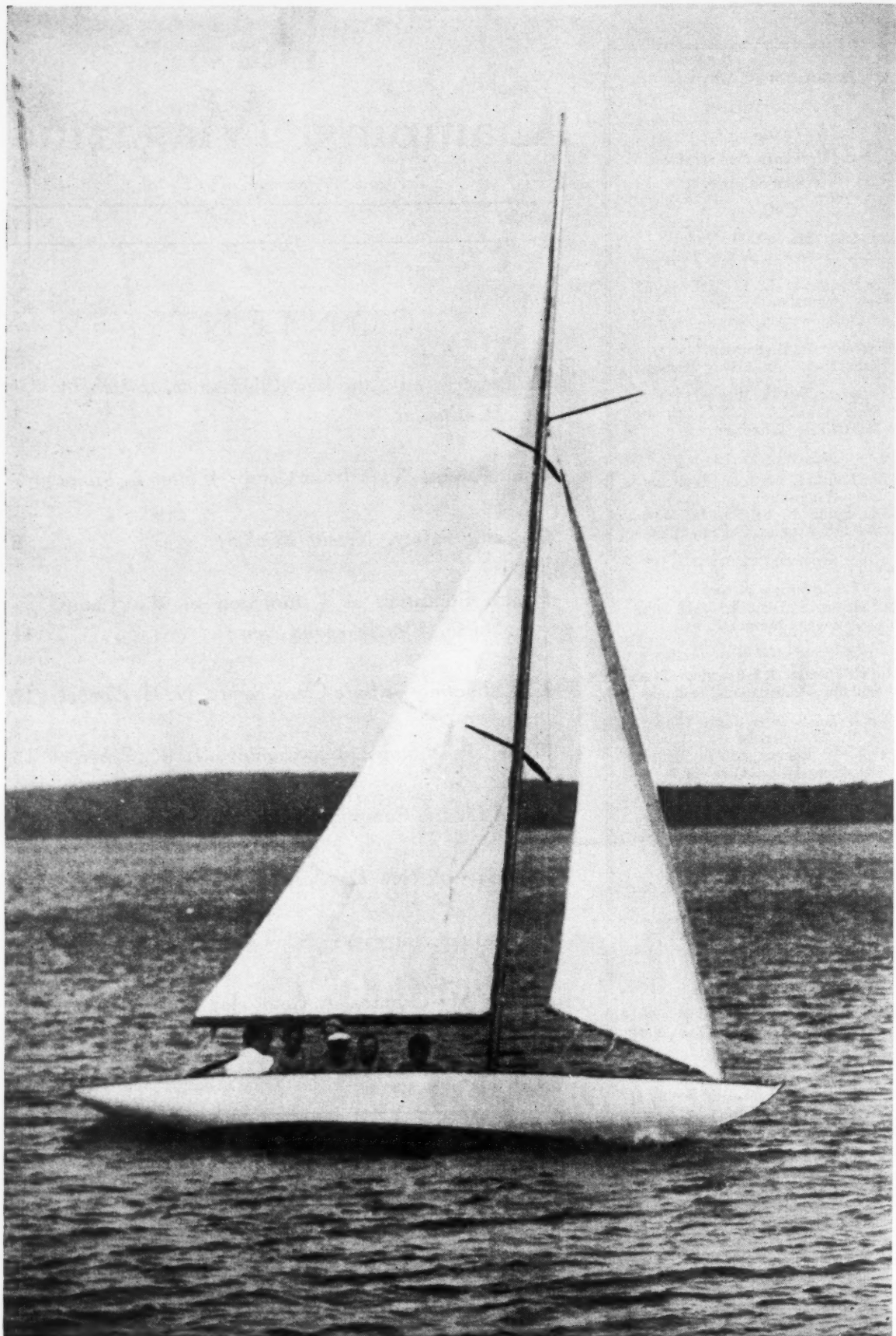
HERBERT H. TWINING

Lane Hall

Ann Arbor, Michigan

Published Monthly from October to June

Subscription Price \$2.00
Single Copies 25c
Entered as second-class matter December 29, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879.



Courtesy, Camp Algonquin



Courtesy, Camp Charlevoix, Michigan

To Preserve an American Inheritance

By

ELIZABETH D. EMBLER

Co-Director Camp Kuwiyon, New Hampshire

OUR country has been severely criticized for the threatened disappearance of one of our finest institutions, "the American home." Changing conditions and the pressure of economic emergency have moved us from the homestead or the spacious city house where a real family, frequently of two or even three generations, lived as an individual unit, to the more or less cellular existence that the apartment house or the hotel offers. With this change in housing has come an inevitable change in occupations and activities. With no cellars and no attics, food supplies are obtained in daily amounts at the corner grocery or the neighborhood delicatessen. No more bins of potatoes, barrels of apples, "swinging shelves" of jellies, pickles and preserved fruits. No more baskets of nuts. No more the traditional cookie jar. Even the way in which meals are served has suffered a heavy blow. Frequently a series of hastily eaten "coffee and toast" breakfasts follow one another in quick succes-

sion in a breakfast "nook," luncheon is eaten anywhere and the evening meal is served without formality and is often but a preface to some interest outside of the home. The shared pleasures of reading, singing or quiet games around the fire place are almost forgotten arts. The attic with its trunks full of costumes that gave not only occupation for a rainy day but material for the creative dramatic ability that is dormant in all normal children, has dwindled to a single box of special treasures stored in the basement of the apartment house and seldom opened.

These make the "set" for the picture which in modern parlance is truly *moving*, for there is more action than ease and an almost total absence of quiet times when interests can be shared and problems discussed as a family group. The inner effect of this type of life is evident in the restlessness, the recklessness, the desire for highly emotional experiences of the youth and the "senior" youth of today,

and under the pressure of the immediate present, family ties grow less strong and family traditions disappear.

At least the essence and spirit of the home and the old time pattern of living should be given to a child as part of the preparation for fine living. Our school system now includes some of the factors needed for this, but largely because of limitations of time, lack of suitable equipment and of a continuous common interest, the results are not yet satisfactory. About thirty years ago a new trail was blazed when camps for children were opened. Few in number, without a definite program, and handicapped by lack of trained leaders in this type of life, the pioneer campers through their sincerity of purpose, their devotion to the work, and their willingness to train and be trained, to share experiences and constantly raise standards, have succeeded in establishing a type of living that offers much that the family life of former times gave.

By those who have had the good fortune to live in one of our established camps this will be easily recognized. To those who have not yet had that good experience we recommend the stirring of a "satiated curiosity" that will reveal the wealth of opportunity for fine living that is there.

We speak of our "camp family" and this is quite correct, for once assembled a camp has all the elements of a family; a home, a head, different ages and shared interests and aims.

As in a home, different types of people are represented—little and big, talkative and silent, shy and aggressive, those who have found a means of expression and those who are still searching it. Services, duties, responsibilities are assigned as to ability and need, from the humble task of filling the wood box or dusting, to a place in the group that endeavors to meet judicially and fairly the problems of conduct or procedure that are always a family responsibility. Each member of the camp must do his bit of homely service; making his bed, keeping the lodge in order, washing dishes, helping in the preparation of a meal, caring for the camp grounds, and equally each member must show himself ready to understand and cooperate with the other fellow, while the "other fellow" does his part in a fellowship that is a grand beginning toward establishing human relationships in life. In these interchangeable activities shared by all, the institutional idea disappears and the ideal of the well-organized home is accented. A general slogan followed in most camps is, "As soon as a group has demonstrated its ability to live without a rule or regulation, it should be abolished." With the spirit of *noblesse oblige* we go far in expressing the highest ideals of a family, be it given by birth or by choice, and learn to live by the unwritten code of loyalty, service, and understanding.

In planning for camp, children quite naturally think of sports more or less competitive,

Courtesy, Camp Charlevoix, Michigan





Courtesy, Camp Charlevoix, Michigan

and rightly so. For pure pleasure and satisfaction I doubt if there is any substitute for a stiff game of baseball or tennis or a swimming race. The control of the body that comes in this way, and the realization of individual powers and weaknesses, establish a fine reserve of muscular as well as mental and moral strength for future use. And for bringing to the surface the deep thoughts that belong to youth, what better setting could there be than the fire-lit council ring, or the group around the fire place in the lodge, with time to dwell upon subjects of vital importance to them.

Children are quick to realize the advantages that camp offers. After a summer in camp a girl of eleven was offered a trip to Europe for the following summer but chose to return to camp instead, giving as her reason, "In traveling you must do just what everyone does, but in camp you can be *yourself*." A significant declaration of what modern youth wants.

A high compliment was given last summer by a mother of a camper. She had arrived in camp before breakfast and had shared all the activities of the day. As she said good-night after taps had sounded, she remarked: "The reason I like this camp so much is that it is a *home* as well as a *camp*." I think that this mother was better able to express herself than some, for I believe that most camps have just

this quality to offer—a home—where the family functions to the advantage and happiness of all its members. Parents realize this in sending their children to camp. Camp is a place to which a child returns with keen anticipation, to explore well-loved spots, and to find real companions to whom he can say "Don't you remember?" of a place, an event, or another member of the camp family. A good test for a camp is to know how many of its "veterans" think of it as home and feel free to return often for a visit.

There are camps to satisfy practically all types of children, to develop special talents, and to cater to the various theories of education. And last but not least in these days where careful budgeting is so important, it can be demonstrated that the expense for a summer in camp for a child will be surprisingly near the cost of having that member of the family at home and giving there the equivalent in food, shelter, diversion, clothing, and opportunities for companionship.

The very types of camping followed today aim to repeat the attitudes of former years. In their long wanderings, the Jews, for a religious festival, the feast of tabernacles, built their shelters of boughs freshly cut in the woods. Aren't we doing the same today with our lean-to of fragrant boughs? If in ours the

spiritual note is not evident, isn't that our loss? We quite frankly follow the gypsy trail, willing to accept whatever shelter offers, be it the open sky, a hedge row, a friendly barn, or a neighboring camp's hospitality. A group on horseback trekking for weeks across prairie or mountain, and the latest inspiration of putting a group in a covered wagon and sending them out as pioneers to recapture a valuable experience of real American life, are all following old patterns of intimate living built around the plan of a family.

Those of us who are seasoned campers feel that the words "camp" and "camping" and their real significance are all too frequently misunderstood or perhaps not well understood, and therefore misused. A camp is not just a group of people sharing common experiences of training and recreation during a day or during a series of consecutive days punctuated each 24 hours by the home life of each individual. Such groups serve a much needed purpose under the caption of schools, settlements, clubs, societies, play-groups, etc. A camp is a group of people sharing experiences in *living*, not simply sharing occupations or recreation, in an environment new to them, but sharing them continuously and sharing them mutually as no other group can. It is a re-establishment and a very genuine attempt to recapture the essence of the real American home.

Family life is assailed in many ways. Easy marriage and even easier divorce are only low hurdles against the open road of almost complete freedom from family ties and responsi-

bilities. Soviet Russia has deliberately and intentionally struck a blow at intimate family life by making it possible for both parents to be employed and their children cared for in a way that makes intimate family acquaintance difficult. But Soviet Russia, Germany, Italy, England, America and many other countries are guarding and training children and youth each in its own way. Which way is the best will be proved when these same children are in control of world events.

America needs capable, well-balanced, far-seeing men and women not only now but in the immediate future. We are passing on this turbulent, rather uncharted world to the children and youth of our country. Our hope for stability and progress lies with them. If they are trained in integrity, sincerity, ability, and vision, we need have no fear of the future; they will find the trail even though it seems for the moment to be more of a maze than a straight path.

For the place left vacant in American life by the abbreviating of the American home, we have the American camp, an integral part of education, an assembling of the conditions and requirements and opportunities that made it possible for our pioneer forefathers to push back the frontier and create a nation.

The activities of childhood determine the kind of adult one grows to be. Walt Whitman, a keen observer of men says, "Now I see the secret of the making of the best person; it is to grow in the open air and to eat and sleep with the earth." Let us give our American children this chance.



Courtesy, Kamp Kairphree, Michigan

What Parents Want from Camp

By

WALTER L. STONE, Ph.D.

WITHIN recent years there has been a new interest on the part of camp leaders as to the desires of parents in regard to the contribution camp should make to boys and girls. The child study movement, the parent education movement, and the progressive education movement have made parents much more discerning and discriminating than ever before.

Camp directors as a whole, if the proceedings of their conferences and their publications can be taken as a guide, have felt what was important in camp were:

1. Location and setting
2. Buildings and equipment
3. Arrangement of activities
4. Methods of instruction
5. Habits and tastes of staff
6. Projects and interests of campers.

A recent study* indicates that parents would change this order as follows:

1. Habits and tastes of staff
2. Methods of instruction
3. Location and setting
4. Arrangement of activities
5. Projects chosen by campers
6. Buildings and equipment.

My own personal study of what parents want from camp, covering both boys' and girls' camps, and both private and organization camps, undertaken at the request of the Southern Section of the American Camping Association, tends to bear out and to make quite specific these findings. We reviewed letters and suggestions from 122 different parents whose children were enrolled in three private camps, 89 parents' letters whose children were in two different organization camps, the comments of parents in three Dad's Week Institutes in one private boys' camp, the statements of five camp directors, two boys' and three girls' private camps, as to what parents had told them they wanted from camp, and all the articles and letters on this subject appearing since

1930 in such publications as *The Parents Magazine*, *Child Study*, *Camping Magazine*, *Hygeia*, *Hollands*, *Red Book*, *Good Housekeeping*, *St. Nicholas*, *Association Boys' Work Journal*, and *Parent Education* were collected and analyzed. Twenty-five different things parents want from camp were listed. The items mentioned most frequently were:

1. Relief from the routine, institutionalism, and regimentation of city. (The program to grow out of their interests.)
2. Secluded safety for children. (Controlled environment. Safe, happy parking place.)
3. Simple form of life and avoidance of over fatigue. (Chance for them to be quiet mentally and physically).
4. Education for Democracy. (Participation in all phases of community life or skill in cooperative government. Practice in social living.)
5. Development in child of initiative and resourcefulness. (Chance to be on his own.)
6. Freedom to do what he wants to do.

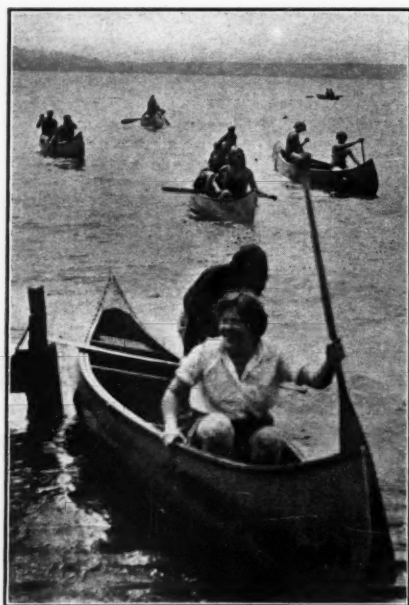
This would seem to indicate that education for democracy, relief from routine and regimentation, secluded safety, simple form of social living, development of initiative and resourcefulness, and freedom to develop in one's own way, were the major wants of parents for their children from their camp experience.

Let us examine the meaning and the implication of some of these desires more in detail. The essential basic requirement in a democracy is the ability of individuals to give and take, or to compete and cooperate, to discuss and plan in the game of social living, to make their own evaluations and choices on the basis of unprejudiced examinations of facts and values, to share and grow with others, to organize, develop, and adapt to changing needs on the basis of respect for personality.

We must remember that democracy is neither rugged individualism nor autocratic collectivism, but cooperative sharing in a mutually responsible society of respected individuals in which all have abundant opportunity for

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* "Parents Estimate of the Effectiveness of Summer Camps," H. H. Grafton, *Association Boys' Work Journal*, May, 1934, p. 12.



Courtesy, Kamp Kairphree, Michigan

Canoeing Safety

Suggested Rules for the Instruction of Beginning Paddlers

By

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"EVERYONE" knows that canoes are dangerous. You can judge that by the emphatic shake of the head that accompanies the refusal to ride in one; or the look of terror in the eyes, when, once in the canoe, it tips now to one side, now to the other; or, again, by hearing the cautious parent firmly warning his child never to enter a canoe.

Like most information that "everyone" knows, however, the fact that canoes are dangerous is only a half truth. Crossing the street might be dangerous too, if your muscles didn't move in the way your will directed them, or if you didn't know enough to look to the right and to the left before crossing. Canoes are dangerous as automobiles are dangerous—to one who is not familiar with the proper way to use them, or to one without the proper sense of responsibility. People might hesitate to learn to drive cars because there are accidents but it does not stop them from attempt-

ing to learn. Instead they try to guard against having accidents by first knowing the principles involved in operating a car, by assuring themselves that the car is in good mechanical condition, and finally, by doing their first driving under supervision.

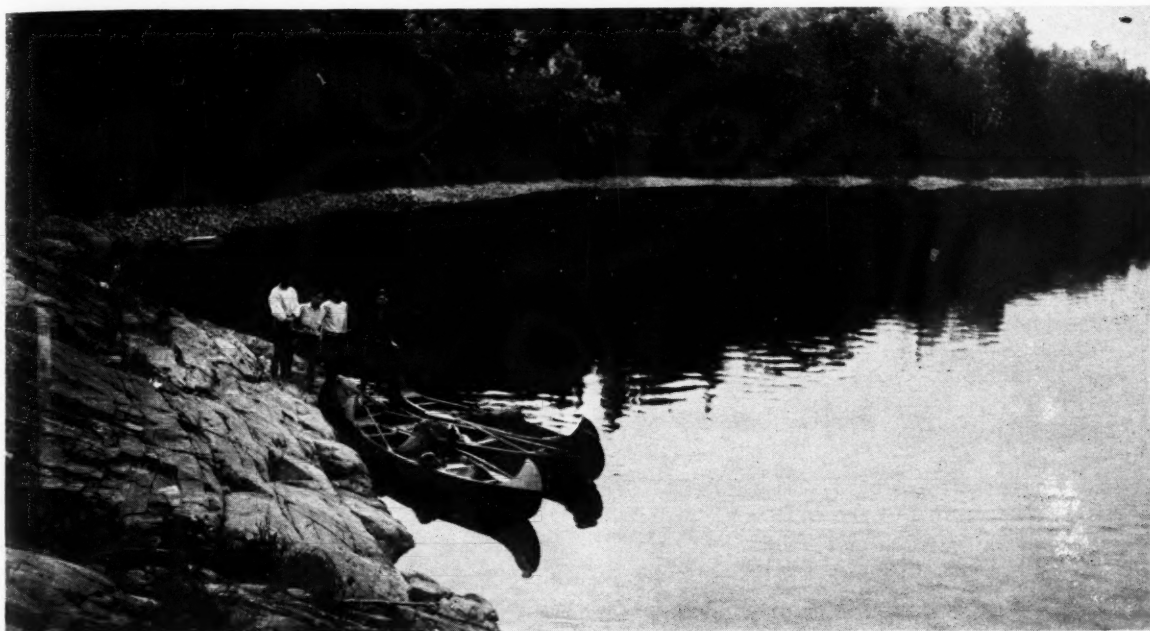
Canoeing safety may be provided in the same way. First the paddler should be able to swim; second, the canoe must be seaworthy; third, the paddler must get a background of experience which makes him understand what constitutes canoeing safety, including the ability to pilot the canoe and a general knowledge of wind and water conditions.

White Water Paddling



Courtesy, Camp Charlevoix, Michigan

Just how well should the paddler be able to swim? Well enough to feel unconcerned about keeping afloat if he were unexpectedly dumped out of a canoe. A suggestion of a minimum measure of his swimming ability would be to swim, float, and tread for a fifteen minute period without feeling the need of rest.



—Courtesy Camp Charlevoix

This swimming ability is not only for the purpose of enabling the individual to save himself if the canoe overturns, but because paddlers who are sure of their swimming ability do not make the quick, jerky movements which are disastrous in a canoe and do not become panic stricken in an emergency.

How can a canoeist tell if the canoe is seaworthy? Assuming that the canoe will not leak and that his paddle is whole, the shape and size of the canoe will largely determine its safety. The average canoe varies between 16 and 18 feet. The longer the canoe, the steadier it is apt to be. An extremely flat-bottomed canoe which has considerable "tumble-home" or in-curve at the top will be very difficult to tip. As it becomes more round bottomed and straight or out-flare sided, it is more apt to dump the paddler out with disconcerting suddenness. Another factor is the height and shape of the bow and stern. Canoes whose ends are tall and curved are popular and graceful in appearance, but these ends act as wind catchers which make the boat difficult to handle when out on the stretches of a windy lake. On the other hand, on a narrow swift river these high ends will sometimes prevent water from splashing into the canoe, while the wind factor here affects the canoe very little.

Probably the safest canoe is the sponson canoe which is constructed with air pockets along the outside edge of the "rim" or gunwales. The air pockets give the canoe buoyancy

which makes it almost impossible to tip, and thus it is practically foolproof. These are often found in summer camps for children and similar places where the utmost in safety is demanded. Their construction has a tendency to make them seem heavy and lumbering, however, taking from the canoe the very characteristic which distinguishes it from other boats—its lightness and consequent responsiveness. It also gives a false sense of safety as a whole in a canoe, since those of ordinary construction cannot be handled as casually.

What should the paddler know about handling the canoe before attempting to use it without supervision? Much more important than knowledge of the best form in paddling strokes is the knowledge of principles of weight distribution and the effect of wind and water on the canoe. There are two laws of weight distribution which may be applied to all canoeing situations. These are: "Keep the weight low" and "Keep the weight along the center line of the canoe." Here are some practical applications: When getting into the canoe from dock or shore, the hands grasp both gunwales and the feet are placed along the mid-line of the craft. This produces a crouched position which lowers the paddler's center of weight and centers it in the boat. Enter the canoe at the ends rather than at the middle, because being narrow at the ends it is easier to center the weight than it is in reaching across the wide middle section. In transferring the weight from dock to



—Courtesy Camp Charlevoix

canoe, or canoe to dock, shift all of the weight at the same instant. Many people overturn at the dock because they have part of their weight on the foot in the canoe and part on the foot on the dock, with the result that the legs spread and the canoe moves away from shore, causing the paddler to lose his balance. Some canoes have very high seats which tend to raise the center of weight and make the canoe wobble.

The kneeling position is probably the safest paddling position, and a cushion will help to make it a comfortable one. Careful paddlers will have no difficulty in paddling from a seat, but wise paddlers will always drop to a kneeling position when in rough water or high wind. Changing positions from one seat to another should not be necessary in a canoe, but if lack of foresight makes it necessary, the wisest thing to do is to go to shore and change. Should this be impossible because of lack of ability on the part of the back or stern paddler to steer the canoe, the safest way to change is to have the front or bow paddler slide back over the seat and lie down full length on the bottom of the canoe, while the stern paddler, grasping the gunwales and moving slowly and cautiously forward over the supine bow paddler, walks to the bow seat. As soon as he is in place, the former bow paddler moves back and takes his place in the stern.

Standing up in a canoe always seems to be

an occasion for hysteria among inexperienced paddlers. To be sure, standing does raise the center of mass and makes for an unstable base, forming a veritable sail on a windy day. However, the individual who has learned to paddle a canoe from a standing position under controlled conditions and wearing a bathing suit has undoubtedly developed a very desirable sense of balance. It is inadvisable for two people to stand up at the same time without both knowing about it, because of the uncertainty of the changing positions. Canoeing stunts such as "kangarooing," standing on the gunwales in the stern and making the canoe progress with a bobbing movement; hand paddling; bow paddling, managing the canoe from the bow only; stand-up paddling; doing headstands and other forms of balance stunts, all tend to increase the ability for compensating in balance and thus contribute to the canoeing safety of the individual.

Only the barest outline of information on wind, waves, and current can be given here, but that is enough to explain the principles involved. Generally speaking, the novice should not take the canoe out in swift current or high wind. On a large lake he should stay rather close to shore because storms come up suddenly and he might as well be on the ocean when he is struck by high waves or strong wind. The canoe should always be headed di-

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Health Education as a Function of the Camp Nurse

By

ELSA WIEGAND BOWER

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THE popular impression of the nurse in camp has been that of the first-aid administrator, interested primarily in the emergencies which arise in outdoor life. To be sure the nurse does administer first-aid treatment, but that is only a small part of her responsibilities.

In the modern conception of the educational summer camp, the nurse occupies an important place in the set-up. Her real work might be summed up and placed under the heading of "Health Education." Now, one might ask just what this broad term means and includes.

In the first place the nurse must be a good camper, one who can readily adjust to the many changes necessary in outdoor life. It is impossible for her to teach health without knowing and practicing the principles of "healthful living" herself—physically, mentally, morally, and spiritually.

My first experience as a camp nurse was most enlightening and profitable. I had never been to a camp before, and I had to learn first of all to be a good camper. I took the place of a nurse who had gone home ill after two weeks of camp. This was a slight handicap, because the camp had already become accustomed to her method of doing things. My first step after introduction to the group at dinner, was to give a short talk on what I hoped to be able to accomplish in camp, urgently requesting help from the campers and staff, both to improve myself as a camper, and to do what should be done and what they and their parents expected of me. Directly after dinner some of the campers approached me, and asked me not to give the health talks to various groups as the other nurse had done. I told them that if they did not want them, I would not waste my time or theirs. I learned immediately that my health teaching could not be done in scheduled groups.

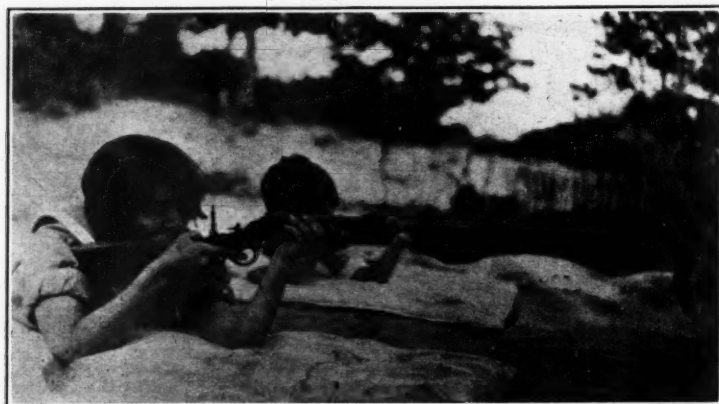
Cabin inspections proved to be competitive

affairs and after a talk with the camp director we decided that I would inspect the cabins each day, but at no scheduled time, I would just drop in from time to time to see how various groups were getting along. This proved much more effective—there had been such rivalry among the different cabins previously. Quite often one of the senior girls, who had been quite difficult to manage on many occasions, went along with me, and I requested her opinion on various matters. This was health teaching, but accomplished indirectly. Frequently after breakfast I gave a short talk to the group and asked questions about numerous things I had noticed about different cabins (no names mentioned) and requested some suggestions as to what they thought might be done. This often remedied conditions that no amount of force might have accomplished.

I did give short talks, however, on health habits to the Bluebirds, who were the youngest group. Just before supper we all sat down on the ground among the trees and talked informally about habits. They related experiences, and I offered suggestions after obtaining opinions from the group. This seemed effective with these little children and they came to me readily about any of their complaints. I also taught a class in first aid to intermediates or seniors who wished to obtain certain honors with this as part requirement.

My real "health educational" work, I believe, was accomplished by individual treatment of cases or by group discussions which arose as a result of some need. For example, when girls were going on over-night hikes, or the gypsy trip, they would have to care for emergencies. They came to me to fix up a kit for them and to explain various procedures. They wanted to know this, and thus it meant something to them. One time I had told a girl

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Courtesy, Kamp Kairphree, Michigan

Pertinent Suggestions on Range Construction, Equipment and Supervision

RIFLE shooting is today a definite part of the educational and activities program in the summer camps. A few years ago directors and parents were somewhat hesitant and in some cases prejudiced against shooting as a constructive sport for the simple reason that they feared firearms and were unfamiliar with their handling and use. The picture has been changed in recent years, *for today rifle shooting is considered one of the most popular activities in more than five hundred camps.* Three hundred and seventy-five of these are affiliated and conduct the National Rifle Association Junior program of marksmanship instruction and firing. Many camp directors have taken votes at the close of the camp season and have reported that rifle marksmanship compared with the water sports in popularity, and in a few instances outranked water sports and the national game of baseball.

It isn't necessary to go before the campers and ask how many are interested in shooting. The answer is a foregone conclusion—practically every boy loves to shoot. From the increasing number of girl camps that are taking to this activity it seems that the sport has a particular appeal to girls as well.

Why is the teaching of swimming so accented in the camps? Generally speaking, camp directors insist that every camper be taught how to swim before the season is over and he leaves for home. The reasons are obvious. Why not then apply the same reasoning to rifle shooting? In addition to the tremendous construc-

Rifle Shooting= a Safe Camp Sport

By

H. H. GOEBEL

Manager Junior Division
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tive value of safety instruction in the use of firearms, rifle shooting has other practical, constructive values. It demands clean living as does no other sport, for certainly there is no activity that demands the steady nerves and instant coordination of rifle shooting. It teaches self-reliance, mental control, team work and meticulous attention to little things. It will surprise many to know that taking into consideration all organized sporting activities, including those generally conducted in the summer camps, organized rifle shooting when properly conducted is the safest competitive sport today.

When taking on rifle shooting as an activity, safety is of paramount importance. There are just three things to consider in line with safety on the rifle range: first, the construction of the rifle range and backstop; second, the rifles and range equipment; and third, range supervision and discipline. The first two are simple enough, since it is no real problem to construct a safe range and provide camps with safe and accurate shooting arms. The third point however, requires that an adult be present who is qualified to supervise the instruction and firing. This does not necessarily mean that the instructor, counselor or leader must himself be an expert shot. To be sure, it is better that he have some experience and knowledge of the handling of target rifles. However, complete courses of instruction for leaders in graphic booklet form may be obtained free of charge from the National Rifle Association. These

cover completely the subject of rifle marksmanship instruction and junior firing.

Rifle Range Construction

Almost without exception a site can be located in camp suitable for the layout of a rifle range. The direction of fire should, if possible, be in a north or northeasterly direction. This affords opportunity for all-day firing, since the sun in all its travels will be to the back of the shooter. Those of you who have had some shooting experience will appreciate just how uncomfortable it is to try to fire with the sun in your eyes.

The site selected should be approximately seventy-five feet long and forty feet wide, since all regulation junior firing is at the range distance of fifty feet. Nature has provided the safest type of backstop in the form of sand bank or hill. If the slope of the hill is too gradual, a space sixteen to twenty feet wide should be dug away level with the ground, leaving an abutment about eight feet high at right angles to the ground. The moved sand and earth should be thrown on top to increase the height of the backstop and should be spread six or eight inches deep over any large rocks on the hillside to prevent ricocheting.

For the hanging of the target frames on which the paper targets are to be attached, set two upright posts from eight to ten feet apart, and four feet in front of the backstop. Into these posts drive two heavy nails or spikes, one at the proper height for the hanging of the target frame in the prone position of firing, and one at the proper height for standing, leaving the heads of the nails extending out about two inches.

Don't establish the range in an out-of-the-way, hard-to-get-to location. Make the range accessible and near the camp athletic or play field. Where the natural type of backstop is not within a reasonable distance of the camp proper, a bunker may be constructed of rough cribbing about twelve to sixteen feet across, eight to ten feet high and from three to five feet in thickness. This should be filled with sand and earth well packed. Do not use stones! The complete structure may be sodded, giving it a natural appearance. Occasional inspection must be given this type of backstop since the constant firing of the little .22's at the point of impact will puncture the backstop in a surprisingly short time unless the earth filling is

dry enough to drop down of its own weight and keep the space behind the targets filled.

Now for the construction of the target frames on which the targets are attached. These are simply racks or frames made of one-inch by two-inch wood strips. The frames should be ten feet long and ten-and-one-half inches wide. These may be covered with a light material such as beaver board to serve as a backing for the targets and to prevent their rippling and loosening on windy days. On the top edge of each frame use two screw eyes at the proper distance apart so that they may slip over the nails set in the posts at the backstop. The targets are attached to the target frame about eighteen inches apart, with thumb tacks. Two target frames are sufficient for the average range. As one relay of competitors is on the firing line the next relay can be attaching their targets. Then as the first relay finishes firing two campers detailed by the instructor or counselor take the new frame and hang it at the backstop, returning with the frame on which the fired targets are attached.

The firing line is measured fifty feet from the face of the targets. It is well to have the firing points graded so that the side toward the target will be raised about twelve inches, sloping back to the ground level at a point six to eight feet in the rear. Sod the firing points or, if time allows, sow with golf-greens grass. The various firing points are designated by two-by-four-inch white stakes placed four to five feet apart, with black numerals painted on them, numbered from left to right. The targets on the target frame are also numbered to correspond with the firing points.

One important measure of safety on the range is the "ready line" where benches are placed fifteen feet in the rear of the firing points. These serve two good purposes, namely, they provide a place for the campers to be seated ready for immediate call when it is time for them to fire, and they form a permanent barrier behind which boys will keep clear of the firing line while waiting their turn to fire.

Up to this point the camp has been put to little or no expense in providing a safe and practical range, since all the materials necessary are usually available around camp.

The firing point can, to be sure, be made more elaborate by constructing a permanent shelter to protect the shooters from the sun or light showers. Such shelters must be of the

overhead type open at both ends, front and rear. Some camps have installed the mechanical target trolley system commonly used on indoor ranges whereby the target travels to and from the backstop on a tight wire, thus making it unnecessary for anyone to step in advance of the firing line. The construction of such a system is simple enough and complete details and plans are available for those interested in installing this feature.

Suitable Rifles for Camp Use

With respect to equipment, there are many .22 calibre commercial rifles but there are only a few which are adapted to the purposes of teaching rifle marksmanship under safe control. Cheap rifles with poor barrels, poor sights, and poor lock mechanism should be dropped from consideration at the start. Similarly the more expensive semi-automatics and trombone and lever-action repeating rifles should be eliminated. The cheap, poorly equipped guns will not permit a boy or girl to make the scores to which they are rightfully entitled and they are mechanically unsafe. The semi-automatic and trombone and lever-action repeaters should be eliminated because their magazine construction is such that cartridges may be left in the magazine without the instructor knowing about it, the sights are poor, and sling swivels are not furnished.

In general only the following repeating rifles are to be recommended for junior work, all having quickly removable clip magazines:

1.—For Juniors from 12 to 15 years of age:

Winchester Model 57
Savage 23 AA Sporter
Springfield-Stevens Model 056
Savage Model 4 Target

2.—For Juniors 16 years of age or older:

Springfield U.S. calibre .22M1
Winchester Model 52
Savage Model 19H N.R.A.
Remington 37

The following single-shot rifles are properly equipped and appointed for Junior target training:

3.—For Juniors from 12 to 15 years of age:

Winchester Model 58
Winchester Model 60-A
Remington Model 33 N.R.A.
Savage Model 3 Target
Stevens Model 419

Springfield-Stevens Model 053
Mossberg Model 34 Target
Iver Johnson Model 2-X Target

4.—For Juniors 16 years of age or older:

Stevens Model 417½
Stevens Model 418
Stevens Model 417

For youngsters twelve to fourteen years of age the lighter single-shot rifles in Group 3 may be used, but comparatively few youngsters within these ages are too small to comfortably handle the Winchester Model 57, or the Savage 22 Sporter. There are, on the other hand, many youngsters fourteen and fifteen years of age who are big and strong enough to handle the Springfield, Winchester 52, Stevens 417½, Remington 37 or the Savage Model 19H.

In general it may be stated as a principle that competitors should use as heavy a rifle as they can handle comfortably because the heavier rifles are easier to hold and consequently make for easier instruction and more encouraging scores.

All the rifles mentioned above with the exception of Group No. 1 are single-shot rifles. The repeating rifles in Group No. 1 however, can be used and always should be used as single-shot rifles. The construction of these guns is such that the instructor or leader may open the bolt and tell at a glance whether any cartridges are in the magazine. The rifles in Group No. 3 and Group No. 4 are single-shot rifles, the former of the bolt-action type and the latter of the drop-lock or lever-action type.

In the matter of rifle accessories the most important is the gun sling. The sling is utilized in two ways, one to make the carrying of the rifle comfortable and the other when shooting to relieve muscular strain and help hold the rifle steady. All of the rifles listed can be obtained equipped with swivels and slings either as standard equipment or on special order.

We have now covered to considerable extent the layout and construction of the outdoor camp range and the types of recommended safe rifles. We now come to the question of range *operation, supervision, and instruction*, including added accessories such as cleaning equipment and official targets. This article would need to be doubled in length to cover these subjects, but the necessary material is

(Continued on Page 28)

"Fear" Psychology in Swimming

A Method of Instruction for Fearful Beginners

By

I. W. SCHERER

Physical Director and Lecturer in Psychology
Rockland State Hospital, New York

ONE of the important problems which an instructor faces when he tries to teach a beginner how to swim is the fear of water. In order to overcome this fear, the instructor often permits the beginner to practice movements which he knows are incorrect, thus making it necessary at a later time to spend a great deal of time and patience to remove the poor swimming habits which had been accepted as necessary evils.

Why do some children and adults find it difficult to float in only four feet of water? They may have experienced personally a condition of asphyxia which may have produced a fear reaction to the stimulus water. Such an experience may have been the result of a number of situations such as having slipped in a bathtub, or having been ducked by an energetic mother in infancy or, possibly, having had some association to an accident in water. A more distant association, as, for example, having witnessed a drowning or heard of one, with the attendant harmful conditions of both a conscious and unconscious variety, may have been the cause of this fear.

Perhaps the most important reason for this fear of water, however, can be found in the fact that, while floating, the body of the beginner is not in its usually upright and supported position. Since it has been suggested that a non-support stimulus will produce an emotional reaction, it would be expected that beginners in an unsupported position would show this natural emotion. It is quite obvious that the unsupported condition of the body is different from the usual state of gravitational equilibrium. This equilibrium induces a mind set or kinesthetic body set which, if disturbed, will produce an emotional reaction.

In an emotional state the physiological equilibrium is so disturbed that the pupil finds it

difficult to carry out the directions of the instructor and even more difficult to produce the proper muscular coordinations necessary for swimming. The writer will describe some of the physiological disturbed states noticed, and then give the method he used to help the beginner to float in water without fear.

When a beginner who would not float on the surface of the water was asked to do so without properly graded conditioning, the following reactions were displayed: a faster heart beat, quickened breathing, grasping and clutching reactions, general tension, rigid skeletal musculature, taut brow, and nervous exhaustion. These responses have been described as characteristic of the emotion of fear by such physiologists and psychologists as Crile, Cannon, Landis and Young. In the water the beginner cannot fight or flee and, as a result, the superabundance of energizing substance which finds no outlet produces a state of nervous exhaustion. Due to the strain of circulatory acceleration, a young lady who suffered from a rheumatic heart reported pains in the heart the moment she stood in three feet of water (the water was not cold). One young man went through a severe emotional upset, vomiting, belching, and becoming very tired.

Let us now turn to the method which eradicated these fear reactions in over a hundred cases in a ten-minute instruction period, and the psychological explanations for it.

Command 1.—"*Get into the water and flounder around as though you were in a bathtub.*"

Any method which could begin with a wholesome, everyday acquaintance with the feared object and then build upon this accepted relation by a gradual system of progression would insure a new condition, a harmonious and quiescent relationship. The sub-

ject soon has his whole body submerged in a foot and a half of water, and is kicking about at ease in a mental poise akin to his non-resistive state in the bathtub. A great number feel exuberant and take the whole procedure lightly, jesting, laughing, etc., and wondering

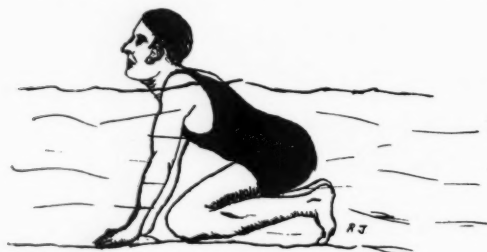


FIGURE 1*

what can be next. Most of the cases with whom the author worked were adults ranging from the ages of nineteen to thirty-five, and therefore could not help but laugh at the idea of playing in only a foot and a half of water. Thus was produced an agreeable "gestalt" which did not allow the stimulus, water, to arouse exaggerated behavior, but the same stimulus was already made a part of an organized gestalt of agreeableness. It is upon this new relationship that the conditioning process is built.

Command 2.—"Get into a frog position." (Figure 1.)

For some peculiar reason, impersonal, short, and disciplinary commands seem to be more effective in psychological cases than the usual informal, persuasive methods. Perhaps the subject is in a mental state which is responsive to dominance. The general attitude of a camper is that he is going to be indifferent

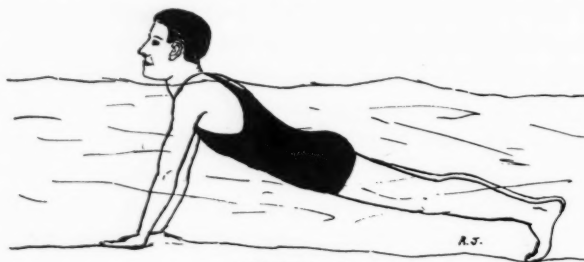


FIGURE 2*

and carefree, and if the instructor disturbs this mental set by crisp and sincere-sounding commands, he will probably be jolted into attention. While I am not advocating dominance as a method of teaching, I have nevertheless used it successfully in these cases. This does not

mean that the instructor should be strictly formal or that he should not play up to the beginner's personality peculiarities. The instructor should make every effort to get on friendly terms with the pupil in order to know him better. How sensitive is he on the whole issue? How much pressure can he stand? Can the instructor appeal to his vanity or must he trick him into a social situation in which he would prefer social approval by floating to entertaining a cowardly response? Perhaps he can be made to chase some object in the water and then shown that there is no real reason for his fear.

Command 3.—"Extend the feet backward and allow them to float." (Figures 2 and 3.)

The beginner is already feeling the sensation of floating and is learning to tolerate a seemingly unbalanced position. The water ripples by him and his body sways leisurely, often

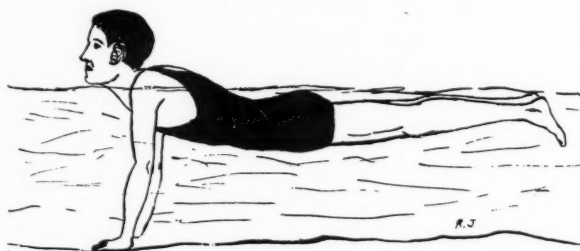


FIGURE 3*

eliciting the comment, "Gee, the water feels great."

Command 4.—"Place your head into the water and count five." (Figure 4.)

The hands are still on the ground, thus retaining confidence by support. If the subject refuses to put his head in the water, ask him to put his chin in first, then his mouth, nose, eyes and finally his entire head. It is surprising how many of those who at first refuse to put their head into the water in this obviously safe position will do so when progressive steps are used. Counting five gives them an objective which helps them keep their head submerged for this space of time. They are then asked to count ten, then fifteen, then twenty. A great number of the cases looked slightly flustered but much of their former abnormal activity was less evident. Perhaps continuous response of one variety becomes tiring, or maybe stimulation in the refractory phase of the emotional reaction, fear, can only bring forth a devitalized response. Another possible aid is the fact that rivalry exists if the lessons are given to a group

*Cuts used through courtesy of
The Journal of Health and Physical Education.

and the competitive spirit induced is very helpful in attaining the goal set by the instructor.

Command 5.—*"Now listen carefully, concentrate on what I am saying. Count five with your head under water, then throw both hands up from the ground and count three quickly."*

Doubtlessly this is the crucial point, and if this command is carried through, the original purpose is accomplished. Asking the subject to count five with the head under water is a former successful procedure. The new command is *not to float* but merely to throw up the hands and count three quickly. In making the

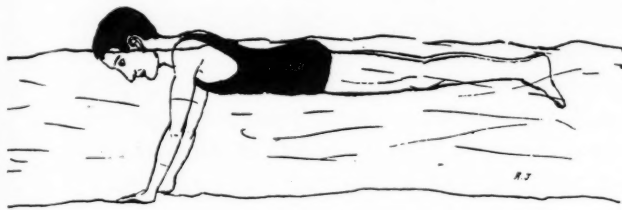


FIGURE 4*

beginner count, at this point, the writer has applied the general principle of the Jendrussak reinforcement test which is used in the neurological field. Certain patients when tested for the knee reflex did not respond. Clinical tests did not show any pathological aetiology in spite of evident sensori-motor disturbance. The Jendrussak reinforcement test which makes the patient compute figures or produce a state of muscular tension in some other part of the body permitted the knee reflex reaction. It means then that activity in another part of the body removes the inhibition from the knee reflex. So, too, asking a subject to count three rather than to float, by allowing one path of action, takes away the association or stimulus which might induce an exaggerated behavior response. That is, the stimulus of exaggerated response which is the inhibited factor that prevents floating is now either not in action or directed into another channel. It seems quite possible that the success of this last command may be due to an element of distraction. Counting three while the hands are off the ground allows only one path of integrated nerve action and that is counting, thus obstructing or not allowing the fear response.

After the pupil has counted three with hands off the ground the instructor can say, "Well, there you are, see, you can really float. I knew you could do it," or any other phrase which will bring to the attention of the beginner

the fact that he has just floated. A little persuasion, a number of trials, and the beginner soon counts ten, fifteen and twenty with hands above water and in a floating position.

To improve balance in the water and to gain relaxation the instructor should teach gliding. The pupil should be asked to take a kneeling or squat position, then straighten legs or spring forward, extending arms and floating on stomach and face.

After the person has learned to float and is fairly well accustomed to water, he can be taught the coordinations for swimming which would have been disturbed by fear previously. The writer always tried to teach pupils the crawl stroke, but if he found that it was easier for them to learn another stroke he would teach the stroke easiest for them. It is not essential that everybody learn the crawl stroke. If the beginner turns over on one side or begins to pull hard on one arm, he should be taught the side stroke. If he complains of sinus trouble, he should be allowed to swim with his head out of the water.

Using the crawl stroke as an example of the general procedure applied, the method of instructing beginners will be briefly outlined. The pupil is asked to walk into a depth of about two feet of water. There he is taught, while standing, to use the crawl stroke to the staccato-like commands of: Right arm only stretch upward with cupped hand facing forward. Bring arm straight forward down to side of body, bend elbow up to shoulder level, turn



FIGURE 5*

forearm up, keeping elbow at same level, stretch upward, now repeat the stroke five times. With this arm at rest, repeat the stroke with the other arm five times, then alternate. While alternating the arms, follow the course of the right arm with the head, open the mouth when the head is at right angles to the body turned as though it were on a pivot taking in a breath of air at the same time, breath out through the nose when the head is facing forward.

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Correlating Fire Building and Nature Lore

Wood for the Campfire

*Good Woods and Bad
for All Kinds of Fires*

By
BERNARD S. MASON

FIRE is an absolute necessity for human existence. If forced by an emergency, one might live a few days without the contributions made by fire, but beyond that the modern man would find his existence exceedingly unpleasant and in the long run, impossible. For food, warmth, and comfort, fire is priceless and indispensable. This being the case, the most vital and fundamental training for on-your-own camping in the woods is that of the building and handling of fires.

Certainly all would agree that a summer in an organized camp, or a season in a club emphasizing outdoor life, should equip a boy or girl with the ability to care for himself when thrown on his own in the woods. On the trips away from the main campsite, the camper is protected by the counselor's skill in fire building and related types of woodcraft. Through these experiences, and through instruction between trips, it is imperative that the camper learn the elements of caring for himself in the wilds when alone and unprotected. The basic skill in such training for campers is that of firecraft.

Most of the emphasis in fire-building instruction in camps centers around the proper laying of the firewood for various purposes. As a result, most boys and girls experienced in camps have a quite thorough knowledge of the various types of fire lays and the purpose each is designed to serve. They can build quick-lunch fires, reflector fires, hunter-trapper fires, automatic stew fires, Indian fires, all-night fires for warmth, and so on, and can recite readily the good and bad points of each.

Equipped with this training, it is surprising to find a camper, as one often does, who has built a fire carefully according to the correct formula, yet is bewildered because it does not burn as scheduled. He has selected sound dry wood and cannot explain the failure. In the meantime, dinner is delayed if not ruined.

This camper's woodcraft instructors have apparently failed him on one most important point: he does not know the burning and heating qualities of different kinds of wood. To him, any solid dry log or branch is good firewood. This naive assumption seems to be held by the great majority of inexperienced campers, and

—Courtesy Camp Charlevoix



is responsible for many more failures than is the lack of knowledge of how to arrange the logs for this or that type of fire.

Since woods vary so tremendously in the way that they burn, the heat they throw, and the cooking coals they produce, a familiarity with the trees that burn well is the most fundamental and important knowledge in firecraft.

Of course, if the camper cannot recognize the different kinds of trees when he sees them, he cannot hope to be able to select good firewood for his cooking fires and campfires. There is, of necessity, therefore, the closest correlation between fire-building instruction and nature instruction concerning trees. This fact has given many a camper the incentive he needed to learn the trees. For example, when the camper hears that hard maple is among the six best firewoods but that soft maple is one of the poorest, he is going to want to know the difference in the appearance of the two kinds of maple. Or, when he learns that the best all-around firewoods for all purposes are the birches, particularly black and yellow birch, he has an excellent incentive to learn the birches.

The counselor or leader who would instruct his campers in fire building must, of necessity, instruct them in the names of certain trees. And if he can arouse in his campers a compelling desire to master the woodcraft of campfire building, it is very easy for him to arouse an interest in learning the names of the trees which are usable for fires. From this it is but a step to the desire to know trees in general. Similarly, if the nature-lore leader, in discussing a certain tree, points out that its wood is excellent for cooking fires, he gives importance to the knowing of this tree, and through such instruction he may be able to arouse a desire to know all the kinds of trees that are good for building fires.

As an aid to successful fire building, it is particularly important that one be able to rec-



—Courtesy Kamp Kairphree

ognize the trees both from the leaves and from the bark. A solid, dead tree that might be the finest of firewood has no leaves with which to publish its identity.

Firewoods to Avoid

Although there are exceptions, this one rule, if remembered and heeded, will save the beginner much fire-building grief: *hard woods are exclusively suited for heating fires—soft woods are to be avoided.* This eliminates all evergreens, so popular among the inexperienced woodsmen. The soft woods are often called “trash” by guides and woodsmen. They burn fast and have no lasting qualities for night fires, they produce no coals for cooking, many of them spit sparks on blankets, tents, and clothing, and many crackle and bang as though loaded with fire crackers. These dry soft woods have one outstanding use in fire building, however—they furnish excellent kindling for starting fires and are much prized on a rainy day. But once the blaze has been started, their contribution has been made.

Among “trash” woods to avoid in fire building are the following:

White Cedar	Spruce
Red Cedar	Sweet Gum
Hemlock	Tulip
Balsam	Soft Maple
White Pine	

If all one wants is light and no heat, as is often the case sitting around a campfire on a warm night, these fast-burning soft woods may

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The Camping Magazine

THE OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION

BERNARD S. MASON, Ph.D., Editor

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Vol. VII

October, 1935

No. 7

A New Day Calls for a New Name

THE national association of directors and leaders of organized camping for many years has carried the name of the Camp Directors Association of America, Incorporated. Within the past month the name has been officially changed to the American Camping Association.

The change in name is significant. It indicates at once a broadening of the scope of the organization to the inclusion of all camping and outdoor interests on the American continent, regardless of nature.

In past years, the membership of the association has been made up rather exclusively of directors of organized camps. In the early days the Camp Directors Association of America was largely an organization for directors of *private* camps for boys and girls. Then the membership was expanded to include the directors of public or municipal camps, and of semi-public camps, such as those of the Y.M.C.A. and Y.W.C.A., Girl and Boy Scouts, Camp Fire Girls, and settlements.

Today it is apparent that camping nationally has emerged into an institution of such prominence that it is of vital interest to many types of people other than the directors of camps. Toward the end of reaching a larger number of campers each year, both child and adult, and

of studying and perfecting the educational and administrative techniques of camping, an organization is vitally needed which will unite into one group all types of interested leaders, whether or not they are engaged in camping professionally.

There are numberless counselors in America who are vitally and sincerely interested in camping and seeking education and growth in its techniques—these can gain much by membership in a national association. There is an ever-increasing number of educators who feel that camping is of such significance educationally that they are interested in carrying membership in a national association promoting camping research. There are many school teachers who find that their ability in their profession is enhanced by a close familiarity with the teaching methods of the modern camp. There are an endless number of people in the general public with a compelling interest along the lines of nature lore, woodcraft, and campcraft.

The change in the name indicates that the national association is open to all of these varying types. That the association can contribute to the interests of each is obvious. That each can contribute to the usefulness of the association is likewise apparent.

While membership in the association in recent years has been open to all who were interested in camping, yet the name of the association has given the impression to the general public that both in membership and program it was more or less exclusively an agency for the benefit of the professional camp director. The present name carries no such implication.

The broadening of the scope of the organization need not preclude the providing of a common meeting ground for the discussion of camp problems which are exclusively those of a camp director. Toward this end, a sub-organization or section of the American Camping Association exclusively for directors may be formed. Similarly, a sub-organization may be needed for counselors, and one for those whose interests are merely those of campcraft, nature, and outdoor life.

The executive committee of the American Camping Association is to be commended for its foresight and vision in seeking to broaden the field of service of the association. The changing of the name is a long step in this direction.

SUCCESSFUL CAMPWAYS

EDITOR'S NOTE.—This column aims to print each month short articles and contributions on practical subjects related to camping, which will be of value to camp directors, counselors, and campers, but which are scarcely long enough for feature articles. All camp leaders are urged to send in new ideas and wrinkles which they have discovered and found successful. Suggestions on programs, activities, equipment, administration, etc., will be of benefit to all camp directors. Ideas for both organized and primitive camping are in order.

Pillow Fighting

This perennial favorite of the summer camp is a strong fighting game for boys, but the traditional rules need revision in the interest of a better and more joyous game.

Pillow Fighting on Land

Equipment.—A pole five inches in diameter and about eighteen feet long, free from bark and knots, is needed. It is erected parallel to the ground, just high enough so that when the larger contestants hang by their legs from it, their heads will clear the ground by about six inches. It may be supported by lashing it to trees, but it is better to build two movable tripods to hold it. Mats or mattresses should be placed under it. Each contestant needs a pillow which must be of the type stuffed with feathers—pillowcases stuffed with clothes are barred.

The Play.—At a signal the contestants strike each other with the pillows in an effort to dislodge each other from the pole. A contestant may use his free hand to steady himself on the pole or to ward off his opponent's pillow, but may not grasp his opponent's pillow or touch his opponent's body. When a contestant loses his balance and swings under the pole he is not defeated unless he actually falls to the ground. When hanging from the pole he may continue to fight or may attempt to climb back on top; his opponent may prevent him from climbing back by striking him with the pillow. Each contestant should have a second to hand him his pillow if he drops it.

Fouls.—The following are fouls: (1) grasping the opponent's pillow, (2) striking the opponent with the free hand.

Length of Bout.—Each bout consists of three rounds of a minute and a half, with a thirty-second intermission. The bout is terminated immediately if a fall takes place. Contestants are not permitted to leave the pole during the intermission. If a contestant is hanging from the pole at the end of a round his second assists him back on top of

the pole without allowing him to touch the ground.

Scoring.—A contestant wins when his opponent falls from the pole or commits a foul, or when he is awarded the judges' decision.

If no fall occurs before the end of the bout, the judges select the winner on the basis of blows struck, defense, and aggressiveness.

Officials.—The officials consist of a referee, a timekeeper, and two judges. If the two judges disagree in picking the winner, the referee casts the deciding vote.

Water Pillow Fighting

The same pole may be used for both land and water pillow fighting. Build two substantial tripods of saplings and place them in the water to hold the pole. The height of the pole above the water should be such that a boy of average height, when hanging from it with his legs, will miss the water with the top of his head by about six inches.

Water-proofed canoeing pillows are ideal for ordinary play, but for tournament play with hard-hitting boys competing, ordinary bed pillows should be used.

The rules are exactly as in land pillow fighting. When a player loses his balance and hangs under the pole he is not defeated and continues to fight from this position or attempts to crawl back up.

"Fear" Psychology in Swimming

(Continued from Page 17)

Emphasis should be placed on the breathing movement because of its extreme importance to good swimming. It would be advisable to practice this movement in the water, with the head submerged and the arms making the swimming strokes. The beginner can thus become accustomed to breathing correctly and in coordination with the necessary arm movements.

Continue the above cycle until it is mastered. After just floating a second as before, use the stroke six times at first and increase the number gradually. Grasping the side of the pool, practice the correct foot movement. Then float for a moment, start the kick, and coordinate arm and foot movements.

This method was found effective, possibly because of the psychological factors of recency,

(Continued on Page 27)

Is This My Cabin? = = = A Counselor Pulls a Boner

Excerpts from a Significant New Manual—*Fifty Cases for Camp Counselors*

By RONALD W. URE

ONE of the most interesting, readable, and thought-provoking little handbooks yet to appear in camping literature is just off the press, bearing the title, *Fifty Cases for Camp Counselors*, compiled by Ronald W. Ure and printed by the Association Press.

In brief narrative style, fifty definite situations which have arisen in camp are described, each followed by a number of pertinent questions for discussion in counselor-training groups. And curiously enough, the great majority of these situations are identical with happenings in our own camp; in fact, it seems at times that the authors are writing about our camp, so accurately have they described happenings and personalities in the living drama of our camp life. Most directors, we fancy, will see word pictures of many familiar situations in these pages.

This type of book is unexcelled as a guide for counselor training and camp discussion groups. The discussion of specific situations by counselors gives definiteness to the discussion and leaves none of the feeling of vagueness that theoretical treatment so often produces. The use of these definite situations cannot fail to increase the counselor's wisdom and his understanding; they serve to sharpen the leader's insight and cause him to be more alert to recognize the problems that are really vital in supervision and to deal intelligently with them.

For pre-camp training courses, for staff meetings during camp, for college courses in camping, and for individual study, the book is of outstanding value and fills a distinct need.

Let us look at one or two of the cases described, picked at random—they are typical of the remainder:

Is This My Cabin?

Autos were driving into camp and boys were carrying their luggage around the grounds when four boys burst noisily into the cabin where Ted was to be the counselor.

"We're going to be in here," said one, while all dropped their blankets and suitcases on the floor and scrambled to examine the bunks.

"Good," said Ted, "make yourselves at home,

take whatever bunks you want, and if we need to make changes when the other boys come we can."

During comments about the relative advantages of upper and lower bunks a lone boy timidly looked in the door.

"Hello there," greeted Ted, "going to live with us? Come in."

"Is this Cabin Number Five?"

"Yes," replied Ted, "Come right in and join us."

The boy entered, put his suitcase and blankets on the floor, and looked somewhat shyly at the group of four friends.

"How would you like to sleep here in this lower right across from me?" asked Ted, as he stooped to help the boy place his blankets on the bed.

Two more boys appeared in the doorway and Ted busied himself with them.

While all the boys were making their bunks Ted "kidded" one of the aggressive boys in the gang about the number of blankets he had brought. "You aren't taking any chances, are you?" Ted asked with a laugh. All the boys laughed. Even the timid boy looked over and smiled.

Ted showed them a good way to make a bed, and explained where to keep their clothes.

As they were finishing, Ted stood in the doorway, faced all of them, and said with a smile that was almost a chuckle, "Well, boys, we're going to live together for several weeks, and it ought to be great fun. Each of us can help make it home-like for everyone else. If any one asks you what group you are in, tell them you're in the best one in camp."

Questions for Discussion:

1. What difference would it have made to the timid boy if the counselor hadn't been there when he arrived? What would the gang of four probably have done?

2. In what ways did this leader start to build up group unity and at-homeness? Does "kidding" help? Does it make any difference whom one "kids"? Could the leader have "gotten in good" with the gang of four if he had "kidded" the timid boy? What part do smiles play?

3. Did Ted's facial expressions, tone of voice, and general attitudes help less, as much, or more than what he said?

4. What other ways are there of building group unity and group spirit? How can meal times be used? Group projects?

5. What are some of the things which stand in the way and interfere with the development of good group spirit?

A Counselor Pulls a Boner

Leon came to camp from a neighborhood where he had few playmates. One of the things he and his parents had looked forward to most about camp was the chance to get into activities and play with other boys.

On the first morning announcements had been made about the interest groups which would be formed and about the various activity possibilities.

Boys were hurrying by as Leon stood alongside the tent wondering where to go. No one noticed him as they eagerly went their way. He wanted to get into an interest group, but did not know how to break the ice.

After the boys had gone, Leon sat down on the ground, feeling that the world had passed him by.

His quiet was disturbed by his counselor, who rushed up and said commandingly, "Get up and get going. You don't think you can lie around here all day. Why aren't you in some interest group? You can't get by with this."

Questions for Discussion:

1. What were the probable effects of this upon Leon?

2. To what extent was this experience a "character-building" one for Leon?

3. How could the counselor have found out what Leon was interested in?

4. What definite things should a counselor do to help his boys get started in camp activities?

5. What do you think of this method of organizing interest groups? Do you have a better method to suggest?

The book sells for 60c each, or \$6.00 per dozen.

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Professional Training of Camp Counselors—Raleigh Schorling	15c
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THE CAMPING MAGAZINE

LANE HALL

Ann Arbor, Michigan

ON THE TRAIL OF NEW BOOKS

Bob Flame, Rocky Mounty Ranger

By Dorr G. Yeager. (New York: Dodd Mead and Company, September, 1935) 278 pages. \$2.00.

This is a book depicting in gripping fashion the experiences of a national park ranger in the Rocky Mountain Park, Colorado. The book is crammed with information regarding the rugged beauty of this park, the policies of the federal park service, the duties of a ranger, and the thrilling experiences which are a part of the ranger's work-a-day life. The book is up-to-the-minute, containing many references to current happenings of the past year. The author's flair for story telling, together with the stirring nature of the adventures he relates, makes the book unusually alive and compelling.

Here is a good book for the camp library. It is wholesome, informative, authentic, and gripping. It is good stuff for boys, and all who love out-of-doors life will enthuse.—B.S.M.

Know Your Canoe (chart)

By Earl N. Risky. (Intramural Sports Building, Ann Arbor: published by the author, 1933). Chart 18 by 24 inches, \$1.00.

An excellent chart for the camp bulletin board, depicting by clear and artistic drawings the various canoeing strokes, methods of getting in and out of the canoe, portaging, and recovering an upset canoe. It is authentic and attractive. As a teaching device, it tells more at a glance than many pages of printed matter could portray.

Psycho-analysis for Teachers and Parents

By Anna Freud. Translated by Barbara Low. (New York: Emerson Books, Inc., 1935) 117 pages. \$1.75.

The teacher, camp director and counselor will find in this book an unusually understandable introduction to the Freudian explanations of the behavior of youth. It is a clear, concise, and straightforward discussion of the principles of psycho-analytic theory and the light it throws on the growth and guidance of children. It will assist all leaders of youth better to understand the causes underlying the behavior problems with which they are confronted daily. The various principles are supported by numerous case histories. The absence of technical terminology is a help to the layman and when such terms are used, they are clearly explained. For teachers, directors, and mature counselors seeking a brief, non-technical introduction into psycho-analysis, the book is recommended.—B.S.M.

Boston Selected for 1936 Conference

Boston will be the gathering place for the camp directors and counselors of America for their annual conference in 1936. The American Camping Association has accepted the invitation of the New England Section to gather in their area for the next annual conclave. The dates have been set at March 5th to 8th inclusive.

It has been the policy of the American Camping Association to hold the national convention in a different centrally located area each year. Last February, the Cleveland directors were hosts for the delightfully managed and profitable 1935 gathering.

The shifting of the scene to the New England area for 1936 has brought forth expressions of approval from all of the sections of the A.C.A. Viewed historically, organized camping is older in that area than in any other section of America. The region is steeped in worthy camping traditions, and the New England section has provided some of the most constructive leadership and research for the advancement of camping nationally.

A week as guests of the New England section will be an inspiration to all directors, counselors, and educators. With the increasing public interest in camping, the broadening of the camping horizon in many new directions, and the changing theory and methodology within the field itself, there are problems and opportunities confronting the camping leaders today more far-reaching and significant than at any time in the history of the movement. These factors throw the 1936 gathering in Boston into a position of paramount importance to all directors individually, and to the institution of camping as a whole.

What Parents Want From Camp

(Continued from Page 7)

development to the limit of their capacities.

Further summarization of the "wants" of parents seems to be a desire that camps give youth a fine balance between idealism and realism, or stated another way, parents want youth saved from cynicism. The cynic is a disappointed idealist. Youth is normally idealistic, and they live today in a world of disappointment, due to false idealism. What can we do for youth? We can help them achieve a moral and courageous substitute for cynicism, by helping them to stop expecting that the world or people will be better than they are, in order that reality will no longer shatter their dreams and mar their melodies when they are sweetest. They shall cease to expect, but not to hope. They shall not cease to dream dreams, to see

visions, to struggle, to strive, to work, to have faith in goals and purposes. They must see that the world is imperfect, incomplete, full of much that is evil, but they will not despair, for this same world also abounds in potentialities for good. But youth must be saved from false expectancy that people are what they profess, or that they practice what they preach, or fulfill what they promise. Youth must be taught not to flee from reality by ignoring these unpleasant facts and avoiding painful experiences. They must be helped to face reality and forestall disillusionment and cynicism by destroying illusion. This means that wish thoughts that always remain unfulfilled and copy-book platitudes that always prove false or nonsensical, shall be done away with by directing them toward making the most of today rather than training toward a distant tomorrow, by helping them face reality bravely, courageously, honestly, by striving with all power to make a light. How to think is more important than what to think. There remain, therefore, these three major wants: education for democracy, freedom from regimentation, and balance between idealism and realism, and the greatest of these is the latter.

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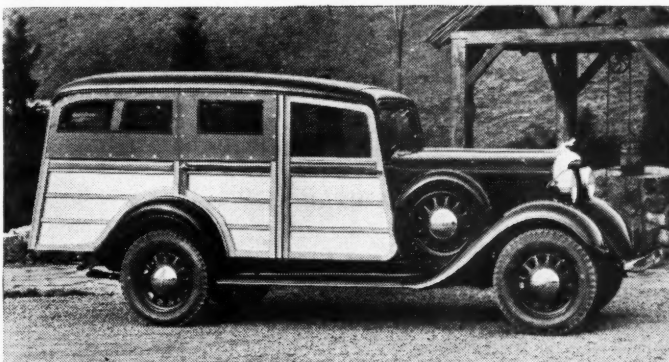
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Wood for the Campfire

(Continued from Page 19)

fill the bill. Again, some of them are useful with a reflecting baker before a reflector fire, when the need is for a hot but short-lived fire.

The Best Firewoods

The requirement for a cooking fire is wood that burns slowly, evenly, and produces a thick bed of lasting, glowing coals. The requirement for a night fire for warmth is wood that burns slowly and throws a maximum of heat.

The following woods are excellent for these purposes, listed approximately in the order of preference:

1. Hickory
2. Oaks—white, swamp, chestnut
3. White Ash
4. Black and Yellow Birch
5. Sugar Maple
6. Beech
7. White Birch
8. Dry Chestnut

For a quick lunch the following woods will provide plenty of heat and will quickly produce a good bed of coals, especially if split—split wood burns much more efficiently than small

round branches: dry chestnut, birch, sugar maple, hickory, white oak, chestnut oak, white ash. These are the ideal woods for a criss-cross fire lay.

Most of the above woods can be used when green. Green wood is used for a fire that is expected to last, such as a night fire in cold weather. Green wood burns much better in winter than in summer, in that it contains less sap. Furthermore, green wood cut in a low damp place will not burn as well as that cut on high ground.

Slow-Burning Woods for Back Logs

There are many situations in fire building when one needs logs that are inflammable or burn very slowly. Such is the case in seeking back logs for a reflector fire, side logs on which to rest the kettles in a hunter-trapper fire, and andirons. The following are the best woods for this purpose:

Green Balsam	Green Red Oak
Green Black Ash	Green Butternut
Green Red Maple	Green Chestnut

Materials for Starting a Fire

For starting a fire, birch bark is the camper's friend. It is one of the most inflammable materials in the woods. It will ignite when wet, burns furiously for a long time, and a little strip will start wet twigs burning. It is the best of all tinders for starting fires. Woodsmen and guides frequently carry a small curl with them against a rainy day. A shaggy, loose coil may be pulled off a tree without cutting through the protective bark, thus eliminating the necessity of leaving an ugly, black scar.

Cedar bark also serves well for starting a fire, and dry twigs of the evergreens are likewise excellent.

Hemlock bark, while it does not ignite so readily, is unexcelled as kindling once a blaze has been started. Among woodsmen, it is the choice above all others for cooking fires. When laid on in thick layers, dry hemlock bark will produce a thick bed of lasting coals in less time than any material obtainable in the woods. Its merits are such that all campers should be able to recognize it and be familiar with its use.

Dry cones picked up under evergreen trees furnish a quick, lusty blaze for a few minutes. They are useful in setting large sticks afire and are often resorted to when a cooking fire burns low and a touch more of heat is needed to finish the meal.

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"Fear" Psychology in Swimming

(Continued from Page 21)

immediate total transfer of mimetic drill into water, and the rhythm of unbroken movement. Correct movement should be stressed at the beginning in order to eliminate improper coordination so hard later to correct.

By following the floating procedure for overcoming fear herein described, the instructor will save a great deal of energy and patience and will also permit, because of the removal of this disturbing fear factor, the exercise of proper swimming coordination. The prevalent practice of allowing beginners to employ any haphazard stroke merely to gain a feeling of confidence while in the water is invalidated by the successful results of the method suggested.

Canoeing Safety

(Continued from Page 10)

rectly into or directly away from wind or waves. Meeting them broadside is apt to swamp the boat. When paddling in the wind, the bow should be heavy; otherwise the wind will catch the bow of the canoe and swing it around in circles, making it impossible to progress forward. This is especially true if there is a single paddler in the canoe. He can make the bow heavier by moving forward and paddling from the center; though it is harder to control the canoe from this wide section. Sometimes it helps just to kneel or sit on the bottom of the canoe near the center.

General knowledge of wind and water conditions is important. In bucking waves or current, as in traveling upstream, the bow should be light and the stern heavy. The canoe then has the effect of lightly climbing over the obstruction. Do not fight the current if you can help it, but take advantage of back eddies, insides of bends, and quiet water. If it is necessary to cross a stretch of very fast water when going upstream, keep the bow headed into the current; do not go straight across. In traveling down a fast stream the paddler should go faster or slower than the current, as one has no power to steer when going at the same rate as the current.

Health Education

(Continued from Page 11)

not to go in swimming while menstruating. That evening a group came in to ask me about it, and this furnished me with an opportunity to explain the anatomy and physiology involved in this process, and the effects of certain procedures upon this period.

The treatment of a snake bite, of burns, of sprains, of cuts and sores, of athlete's foot, etc., gave me a splendid opportunity to explain to the individual herself and to those waiting for me, the full import of such conditions, remedies, and preventions. An outbreak of gastrointestinal upsets furnished the medium for discussing diets and the reasons for not having candy, etc., sent from home. Certain intermediate and senior girls assisted me from time to time in the weighing and taking of temperatures, and health education was in the foreground here.

Many parents complained because their children did not become tanned and did not look healthy like children from other camps, when they arrived home. The camp site was well shaded and contained so many trees that it was almost impossible for the sun rays to

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penetrate, and the swimming period was too short to develop much tan. We decided on a sun bath period on the dock just before rest hour, and campers and counselors including nurse were given graduated doses of exposure to the sun. The explanation for this proved to be educational and quite effectual.

In order that the nurse may accomplish the best results, she must have complete cooperation with and from the camp staff. The staff must understand the need for various procedures, and it is the nurse's responsibility to see that they do understand. For example, one senior girl was urged by the waterfront director to finish her life-saving work, and even though she was ill she did not report to the nurse lest she might be kept from the water, and as a result was in bed for weeks afterward with a high temperature and septic throat. Another example is found in the camp director's taking the responsibility for a girl who was ill and allowing her to go on an overnight hike. The nurse had explained to the girl why she could not go. The girl went and came back very ill, and the responsibility of caring for her fell upon the nurse. This only happened twice and the camp director, realizing the seri-

ousness involved, did not yield again to the girl's tears.

Where there is no doctor, and the nurse has the health of approximately 110 girls in her charge, she must of necessity display the utmost tact. She is called upon to make all sorts of definite decisions, for example: Should Mary go in swimming with a slight cold—she is not very strong but her mother wants her to learn to swim; should Jane go in swimming with athlete's foot—she wants to earn her life saver button; should Grace go on a gypsy trip with a recently sprained ankle which is still taped up—it is her last summer at camp and her mother wants her to get that award. And there are dozens of other such examples.

The nurse must be careful about imposing behavior or actions upon the children which she herself does not carry out. On one occasion, the nurse had suggested a light supper for the camp because of so many gastro-intestinal disturbances. The nurse had been invited out that evening for dinner, and since she had not yet been away from camp, and upon the camp director's suggestion, she accepted the invitation. The following day this was commented upon by the campers, and the incident was not repeated.

In Miss Williams' book, *Keeping Campers Fit*, she includes the fundamental information and suggestions which would be of invaluable assistance to the camp nurse, but each nurse must know how to modify these to suit the particular needs of her individual camp. A nurse with public health experience will know the value of improvising and will be able to apply it to camp procedures. The health educational work, outlined by Miss Williams in the form of scheduled classes, will depend upon the nurse's ingenuity, and if she is an intelligent person, well versed in modern educational concepts, she will be able to develop her own method of accomplishing her objectives in the most practicable manner.

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Rifle Shooting—A Safe Camp Sport (Continued from Page 14)

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